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ABSTRACT

As part of a comprehensive community impact/needs assessment, Patrick Henry Community College (PHCC) conducted surveys of faculty, classified staff, and administrators. Questionnaires solicited information on respondent characteristics, PHCC's mission and goals, the purpose of postsecondary education, the adequacy of PHCC's services and programs, perceived individual responsibility for maintaining enrollments, the definition of computer literacy, and job satisfaction. Additional items, focusing on selected services, processes, and roles, were designed for each of the three respondent groups. Findings, based on response rates of 97% for faculty, 65% for classified staff, and 100% for administrators, included the following: (1) the majority of the respondents in each group indicated that PHCC was achieving its mission "very well" or "pretty well"; (2) all groups indicated a strong desire to expand occupational and continuing education programs; (3) the continuing education program received fewer good and excellent ratings of its quality than the occupational/technical, transfer, or non-credit personal interest programs; (4) 35% of the faculty and 32% of the staff rated students' academic abilities as less than adequate; (5) faculty and administrators felt equally high responsibility for ensuring adequate enrollments; and (6) the majority of the respondents described PHCC as a "very good place for me." The study report contains the survey instruments and detailed results. (KL)

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PATRICK HENRY COMMUNITY COLLEGE

STAFF NEEDS ASSESSMENT

COMPREHENSIVE REPORT

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Principal Investigator
University of North Carolina
at Greensboro
Assisting Institution
under Title III of the
Higher Education Act of 1965
as amended

July 1982

JC 820 398

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TABLE OF CONTENTS

Purpose 1

Design 1

Summary of combined results 2

Recommendations 7

Survey instruments and results

Group 1: Faculty 8

Group 2: Classified 19

Group 3: Administration 25

Appendix A 34

Purpose: to conduct a comprehensive impact study and needs assessment of the PHCC staff and to tie portions of the study to the comprehensive community impact study/needs assessment.

Design:

Each major component of the PHCC staff--Faculty, Classified and Administration--was surveyed using instruments designed for each group. Several questions were identical on all three instruments, and some were like questions in the community impact study/needs assessment

The survey instruments were developed with the full cooperation of staff, who participated in individual interviews prior to the design of the instruments and pilot tested the surveys before their implementation.

Each member of the staff received a copy of the survey through campus mail and was asked to return the completed instrument to a dropbox near the College switchboard, where a separate check-off system was established in order to keep track of returned questionnaires while assuring individuals anonymity.

The data were keypunched, then processed on the PHCC computer, which is a part of the VCCS computer network. The Statistical Package for the Social Sciences was used for data manipulations. A more detailed discussion of research methodology and statistical testing can be found in Appendix A.

All staff--Faculty, Classified and Administration--were asked how well PHCC is achieving its mission

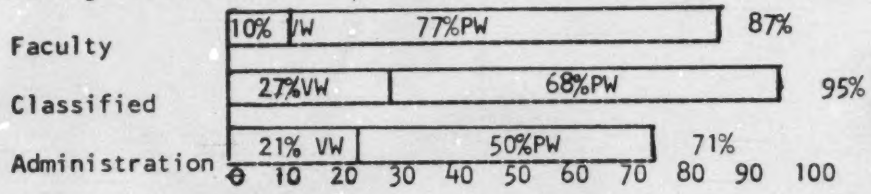

figure 1: % responses

The lower response from Administrators may be related to their clear preference for expanding the curriculum for the 80's:

	Transfer		Occupational		Cont. Ed.		Non-Credit	
	less	more	less	more	less	more	less	more
Faculty	03	23	00	65	00	61	06	45
Class.	00	32	00	86	00	59	05	41
Admin.	07	14	00	71	00	64	00	50

table 1: %responses

The Administrators' desire to expand educational services for employment and for adult-continuing educations was shared by Faculty and Classified staff. There was general support for a curriculum typical of a comprehensive community college.

When "good" and "excellent" responses are combined, staff ratings described the quality of existing programs as follows:

	Transfer	OT	ACE	NCr
Faculty	90	97	45	58
Class.	82	68	64	79
Admin.	86	93	50	71

table 2: % responses

Continuing education appeared the least strong to all groups, which may indicate their sense of emerging opportunity in this area.

Staff defined computer literacy in a number of ways. Since this concept seems so crutial to the changes in our society, it is important, both for students and staff, that a definition be developed for PHCC. Staff development and curriculum can then be planned to support the definition.

One item asked staff to describe the adequacy of many of the components of the College. Their ratings produced a capsule portrait of PHCC, expressed in percentages:

	Faculty			Classified			Administration		
	+ adq	adq	- adq	+ adq	adq	- adq	+ adq	adq	- adq
Faculty	35	55	06	14	73	14	21	64	14
Instr. Prog.	06	77	13	00	82	18	07	64	21
Administration	10	58	29	09	73	18	14	57	21
Maintenance	32	55	10	05	95	00	50	50	00
Off-campus classes	00	35	52	00	50	45	07	21	64
Student Services	06	68	23	05	68	23	07	43	36
Student Activities	00	65	32	05	77	18	14	50	29
Classified Staff	13	77	10	14	64	18	14	79	07
Physical Plant	16	65	19	14	68	18	36	64	00
Fringe Benefits	16	55	29	05	91	05	21	50	29
Work Environment	16	65	19	09	64	27	21	57	21
Students(quality)	10	55	35	00	64	32	14	64	21
Budget Resource	03	32	65	18	45	36	07	57	36
Classrooms	03	74	23	05	68	27	14	64	14
Laboratories	03	48	42	05	45	45	14	57	29
Part-time faculty	10	45	45	14	68	14	07	57	29

table 3

In general Classified staff rated the components higher. Faculty and Administration were more similar in their responses than either group would have predicted. Of the areas rated as "less than adequate" by 29% or more of each group--off-campus courses, budget resource, laboratories--only the first can be addressed relatively easily by the College without encourntering constraints from outside agencies.

The quality of students' academic abilities was rated "less than adequate" by 35% of the Faculty and 32% of the Classified staff. These attitudes may significantly affect the services provided students at PHCC.

Feelings of responsibility for ensuring adequate enrollments at PHCC differed among the three groups:

	Very Responsible	Somewhat Responsible	Not Responsible
Faculty	65	32	03
Classified	45	55	00
Administration	64	14	07

table 4

As enrollments declined in some community colleges across the nation, all staff became more aware of their roles in recruiting and retaining students. Such a marketing perspective may help PHCC avoid the trauma of severe enrollment declines, and may result in improved ratings for the "effectiveness of PHCC student recruitment acitivities," judged "only fair" by Faculty and Administrators.

The survey contained several questions related to the work environment and job satisfaction. The three staff groups perceived quite differently the barriers to their best performance on the job at PHCC:

	Barriers, yes	Barriers, no	Same Barriers yes	Same Barriers no
Faculty	45	42	39	29
Classified	59	27	45	05
Administration	86	14	64	14

table 5

Another question served as an index of job satisfaction. It suggested that the barriers were not so strong as other components of the job, since by and large, staff feel good about working at PHCC:

	Very Good	Fairly Good	Not for Me
Faculty	61	29	03
Classified	64	32	00
Administration	57	36	07

table 6

There was a close relationship between these ratings and those given the work-enviornment in the capsule portrait:

	Adequate
Faculty	65
Classified	64
Administration	57

table 7

In terms of the quality of working life at PHCC, staff may want to review these findings with the possibility of goal setting in this area.

Planning for staff development usually benefits from taking demographic information into consideration:

	AGE 18-23	24-34	35-49	50-64
Faculty	00	29	48	16
Classified	00	50	41	05
Administration	14	21	57	07

	YEARS AT PHCC 3 or less	4-9	10-15	15 or more
Faculty	32	32	26	03
Classified	41	41	18	00
Administration	21	36	43	00

table 8

Significant numbers of staff may soon be candidates for "burn out," a condition educators share with people in a number of professions and occupations. Current literature suggests a variety of approaches the College may consider. Staff offered a number of ideas themselves in open-ended responses to survey questions. -4-

PHCC Staff Needs Assessment
Faculty-Administration Comparisons

Some items were identical only on the Faculty and Administrative survey instruments. Each group was asked to rate selected services, processes and outcomes at PHCC. The results show them within 10 percentage points of each other on five of the thirteen items:

% E & G Fac.	% E & G Adm.	1) excellent 2) good 3) fair 4) poor
90	64	Faculty-student relations
65	64	The academic reputation of PHCC outside the college.
42	57	The effectiveness of college governance
55	57	PHCC's intellectual environment
35	21	The confidentiality of information discussed with colleagues.
35	36	The college administration's leadership.
19	07	The effectiveness of academic advising
58	71	The availability of administrators for assistance
61	64	The effectiveness of counseling services
23	50	The effectiveness of PHCC student recruitment activities.
65	43	The availability of faculty-staff for assistance
42	29	The faculty-staff involvement in college activities.
55	50	PHCC's relationship with the community

The items with the dot to the right suggest areas for analysis, discussion and possible goal setting.

These two groups were also asked to rate PHCC's performance in producing outcomes for students:

% E & G Fac.	% E & G Adm.	1) excellent 2) good 3) fair 4) poor
94	79	Giving students knowledge
52	50	Motivating students to learn
06	14	Helping students to become involved in community activities
87	79	Preparing students for jobs
87	79	Preparing students to transfer to college/universities
68	71	Helping employed students upgrade their skills or gain new skills for job promotion
84	71	Providing students an opportunity to improve basic skills
61	50	Providing students opportunities for personal growth & development
26	21	Helping students cope better in their daily lives
32	36	Helping students get along better with people
29	21	Involving students in recreation and leisure time activities
48	43	Helping students to meet people
16	07	Involving students in cultural activities.

Faculty and Administration are in greater agreement on these items than those first listed on this page.

The Faculty and Administration were asked to rank order six goals of education, once in terms of their own priorities, then in terms of the priorities of the College:

	Fac.		Adm.	
	S	C	S	C
	2	4	2	3
Broad, general education	1	1	1	2
Occupation-related skills	5	2	5	1
Further, formal education	3	5	4	5
Self-knowledge	6	6	6	6
Community problems	4	3	3	4
Mastery of a special subject				

The two groups concur only on the lowest priorities. Greater agreement about curriculum priorities at PHCC can help students, staff and community perceptions of the College. Faculty and Administration may be close to such agreement when the "Self" rankings of the two groups are considered.

Faculty and Administration responded to similar questions asking them to describe current practices at PHCC and ideal conditions for the same:

Faculty Means				Admin. Means		
Is	SB	Diff.		Is	SB	Diff.
2.4	1.4	1.0	Functions and responsibilities of Dean of Instr. are defined.	2.1	1.1	1.0
			Functions and responsibilities of administrators are defined.	3.6	1.1	1.5
3.1	1.8	1.3	A program for team development exists			
3.4	1.3	2.1	There is open and effective communication between Dean and Faculty			
2.1	1.1	1.0	There is open and effective communication between Division Chairpersons and Faculty			
			There is open and effective communication among Administrators	2.7	1.0	1.7
			There is open and effective communication between Administrators and Division Chairpersons	2.7	1.1	1.6
2.6	1.2	1.4	Supervisors demonstrate skill in delegating assignments	2.6	1.1	1.5
2.6	1.2	1.4	Faculty and staff demonstrate skill in problem solving	2.9	1.1	1.8
3.0	1.3	1.7	Supervisors demonstrate skill in evaluating job performance	2.6	1.1	1.5
2.4	1.1	1.3	Institutional data, such as . . ., are used in planning	2.9	1.1	1.8
3.1	1.5	1.6	Institutional research... is conducted	3.4	1.0	2.4
3.1	1.7	1.4	President exercises leadership in instructional matters			
			President provides leadership in the administration of on-going operations of the college	2.5	1.1	1.4
1.8	1.2	.6	President exercises leadership with the College Board	1.3	1.0	.3

(the means above relate to the following scale: 1)always, 2) often, 3) sometimes, 4)rarely, 5)never)

On identical and similar questions, Faculty and Administration assessments of current practices at PHCC were close, as were their descriptions of what practices "should be" at the College.

*Establish curriculum and staff development goals around education for the Information Society.

*Include in the planning process a review of College curriculum priorities, with the intended outcome of greater congruence of perceptions among all staff.

*Establish short-range goals for preventing grade inflation, using community resources in instruction and using computers in the instructional process.

*Assign responsibility for staff development within the organization. Create a system for staff participation in planning, implementing and evaluating staff development.

*Develop strategies for increasing faculty involvement in and feelings of ownership of adult continuing education.

*Select at least one from each list below and establish goals for 1982-83. Describe desired outcomes and commit to year-end review:

Relationships

- confidentiality of information discussed with colleagues
- availability of faculty/staff for assistance
- faculty/staff involvement in College activities

Systems

- effectiveness of College governance
- effectiveness of academic advising
- effectiveness of student recruitment activities

*Consider options for organizational development at PHCC. Participating in such a process could reduce the discrepancies between the current situation and the ideals described for working relationships and procedures at the College.

STAFF NEEDS ASSESSMENT [7] 1 N = 31 PATRICK HENRY COMMUNITY COLLEGE

One part of the comprehensive needs assessment for PHCC is a survey of the entire college staff--faculty, classified and administrators. This survey, which is also an impact study, is coordinated with the community surveys already completed. The information gathered from these studies will be used in the planning process to develop a three-year plan for PHCC. Your participation will be very helpful.

If you are uncertain about an item and wish to give no opinion, leave the item blank.

According to its mission statement, Patrick Henry Community College wants to offer educational programs and community services needed by the people of this area. The education and training provided by PHCC should help students obtain the knowledge and skills needed for educational and occupational career advancement and for personal development.

1) How well do you think PHCC is achieving this goal?

2

1	10	very well
2	77	pretty well
3	10	only fair
4	0	poorly

2) As PHCC moves into the '80's, how much emphasis should be placed on the following functions?

	1 less emphasis	2 continue current emphasis	3 more emphasis	
3	03	74	23	Preparing students for study at a college/university
4	00	35	65	Preparing students for full-time employment.
5	00	39	61	Providing postsecondary continuing education for adults.
6	06	45	45	Providing non-credit courses and community services.

3) Are there educational services that PHCC should be providing that we are not offering at the present time?

7

1	48	yes
2	39	no

If yes, what are they?

see attachments

4) Listed below are some commonly held goals for education. Please rank them twice: in the order of their importance to you (left column) and your opinion of their importance at PHCC (right column). One (1) equals highest; six (6) equals lowest. Use each number only once in each column.

means	SELF		PHCC		
2	8	2.7	14	3.3	4 Provide students with a broad, general education.
1	9	2.5	15	1.7	1 Provide students with knowledge and skills directly applicable to a chosen occupation.
5	10	3.5	16	2.7	2 Prepare students for further formal education.
3	11	3.1	17	4.1	5 Provide students with self-knowledge and personal satisfaction.
6	13	4.4	18	4.6	6 Provide students with knowledge of and interest in community and world problems.
4	13	3.3	19	3.1	3 Provide students with an understanding and mastery of a special subject.

5) Please indicate your level of agreement with the following statements by putting the number that best describes your response in the box to the left of each item.

1)strongly agree 2)agree 3)disagree 4)strongly disagree

% 1+2		mean	
94	30	1.5	Opportunity for higher education should be available to everyone who wants it
74	31	1.8	PHCC has taken a clear stand in support of academic freedom.
84	32	2.0	College rules here are generally administered in a reasonable way.
74	33	1.8	Undergraduate education in America would improve if more attention were paid to the emotional growth of students.
65	34	2.2	Most students are basically satisfied with the education they are getting.
94	35	1.4	A community college has a different mission from a four-year college.
94	36	1.3	A community college is an important component in postsecondary education in America.
58	37	2.4	The general public sees little difference between courses at four-year colleges and similar courses at community colleges.
87	38	1.6	Education, as compared to training, is intended to help people be well-rounded individuals.
87	39	1.6	One major function of a community college is the education of technicians.
			It is important for community college staff members to know the history and philosophy of the community college movement.

6) How do you assess adequacy in the following areas for PHCC? Please mark one response per area.

	1 more than adequate	2 adequate	3 less than adequate		mean
30	35	55	06	the faculty	1.6
31	06	77	13	the instructional program	2.0
32	10	58	29	the administration	2.1
33	32	55	10	maintenance of the physical plant	1.7
34	00	35	52	off-campus classes	2.3
35	06	68	23	student services	2.1
36	00	65	32	student activities	2.3
37	13	77	10	support (classified) staff	2.0
38	16	65	19	physical plant	2.0
39	16	55	29	fringe benefits	2.1
40	16	65	19	working environment	2.0
41	10	55	35	student body (academic quality, not size)	2.3
42	03	32	65	budget resource	2.6
43	03	74	23	classrooms	2.1
44	03	48	42	labs and shops	2.3
45	10	45	45	part-time faculty	2.3
46	00	00	00	other:_____	

7) What is your rating of the quality of the major types of programs at PHCC?
1) excellent 2) good 3) fair 4) poor

% 1+2				E	G	F	P
97	47	1.7	occupational/technical	29	65	03	0
90	48	1.7	college/university transfer	39	52	10	0
45	49	2.6	adult continuing education	10	35	42	13
58	50	2.4	non-credit, personal interest	06	52	35	06

8) Please rate each of the following items by putting the number corresponding to your rating in the box to the left of the item.

1) excellent 2) good 3) fair 4) poor

% 1+2		mean	
90	51	1.9	Faculty-student relations
65	52	2.3	The academic reputation of PHCC outside the college
42	53	2.5	The effectiveness of college governance
55	54	2.4	PHCC's intellectual environment
35	55	2.6	The confidentiality of information discussed with colleagues.
35	56	2.7	The college administration's leadership.
19	57	3.0	The effectiveness of academic advising
58	58	2.5	The availability of administrators for assistance
61	59	2.1	The effectiveness of counseling services
23	60	3.0	The effectiveness of PHCC student recruitment activities.
65	61	2.3	The availability of faculty-staff for assistance
42	62	2.8	The faculty-staff involvement in college activities
55	63	2.5	PHCC's relationship with the community

9) How well is PHCC performing in the following areas?

1) excellent 2) good 3) fair 4) poor

% 1+2		mean	
94	64	1.7	Giving students knowledge
52	65	2.4	Motivating students to learn
06	66	3.2	Helping students to become involved in community activities
87	67	2.1	Preparing students for jobs
87	68	1.9	Preparing students to transfer to college/universities
68	69	2.2	Helping employed students upgrade their skills or gain new skills for job promotion
84	70	1.9	Providing students an opportunity to improve basic skills
61	71	2.3	Providing students opportunities for personal growth & development
26	72	2.8	Helping students cope better in their daily lives
32	73	2.6	Helping students get along better with people
29	74	2.9	Involving students in recreation and leisure time activities
48	75	2.5	Helping students to meet people
16	76	3.1	Involving students in cultural activities.

10) To what extent do you feel responsible, personally, for ensuring that college enrollments remain stable or grow? Mark one response, please.

77

1	65	very responsible
2	32	somewhat responsible
3	03	not responsible

11) How do you define computer literacy?

see attachments

12) If you do not yet feel computer literate, what information, experiences or other support do you need to meet the definition you gave?

see attachments

13) Consider each of the instructional practices listed below, first as it "Is" today in your courses. Next consider each item as it "Should Be" as you move toward your ideal of an outstanding community college instructor. Please use these descriptors:

1) always 2) often 3) sometimes 4) rarely 5) never

means	IS		SHOULD BE	
1	1.2	21	1.1	Give students course outlines that include objectives, evaluation procedures and course materials
2	2.7	22	2.2	Use community resources in instruction
3	1.5	23	1.3	Update curricula regularly
4	2.0	24	2.1	Lecture to class
5	2.5	25	2.4	Use detailed notes
6	2.6	26	2.2	Instructional technology, such as films, transparencies, slides, tapes are used to enhance lectures, discussions, etc.
7	4.3	27	2.7	Use computers in the instructional process
8	2.1	28	1.9	Encourage students to pursue their own interests
9	1.5	29	1.3	Share with students the responsibility for their successful completion of course objectives
10	2.6	30	2.4	Use small group strategies such as role plays, buzz groups, group projects
11	2.5	31	2.1	Use individualized assignments
12	3.1	32	3.3	Make class attendance optional
13	2.2	33	1.9	Take precautions to prevent cheating
14	1.5	34	1.5	Correlate tests with course objectives
15	2.4	35	1.6	Implement strategies to prevent grade inflation
16	1.6	36	1.4	Provide opportunities for interaction between instructor and students, and among students
17	2.3	37	1.8	Use a variety of methods to evaluate student performance (i.e., written, oral, observation, peer, self, etc.)
18	1.7	38	1.2	Communicate enthusiasm
19	1.8	39	1.6	Judge student performance in relation to set standards
20	1.8	40	1.6	Make course content relevant to students' experience

14) Please change perspective from your courses to the entire instructional program at PHCC and continue as in the preceeding question. Use the same descriptors.

1) always 2) often 3) sometimes 4) rarely 5) never

mean	IS	SHOULD BE		
41	2.4	59	1.4	Functions and responsibilities of the Dean of Instruction are defined.
42	2.4	60	1.4	Functions and responsibilities of division chairpersons are defined.
43	3.1	61	1.8	A program for team development exists in the instructional division.
44	3.4	62	1.3	There is open and effective communication between the Dean and faculty
45	2.1	63	1.1	There is open and effective communication between division chairperson and the faculty.
46	2.6	64	1.2	Supervisors demonstrate skill in delegation of assignments.
47	3.1	65	1.3	Supervisors demonstrate skill in motivating the faculty and staff.
48	2.6	66	1.2	The faculty and staff demonstrate skill in problem solving.
49	2.5	67	1.2	The class schedule accomodates student needs and maximizes facilities utilization.
50	2.3	68	1.2	Supervisors demonstrate skill in budget development & allocation of resources.
51	2.0	69	1.2	There is a long-range plan for the instructional program at PHCC.
52	2.4	70	1.1	Institutional data, such as class size, courses offered, student and staff characteristics are used in planning.
53	3.1	71	1.5	Institutional research on instructional effectiveness, program effectiveness, is conducted.
54	3.0	72	1.3	Supervisors demonstrate skill in evaluating faculty/staff performance.
55	3.1	73	1.7	The President exercises leadership in instructional matters.
56	3.0	74	1.3	Skill in coordinating student development services & instruction is demonstrated by those in charge.
57	3.4	75	1.2	There are incentives for all staff to improve their skills.
58	1.8	76	1.2	The President exercises leadership in community relations and with the College Board.

15) Have you ever been a community college student? 1 [1 29] yes [2 65] no

16) How long have you been employed at Patrick Henry Community College?

2 [1 03] more than 15 years
[2 26] 10-15 years
[3 32] 4-9 years
[4 32] 3 years or fewer

17) Please identify your age category: 3 [1 00] 18-23 [2 29] 24-34 [3 48] 35-49 [4 16] 50-64

18) What is your sex? 1 [1 45] male [2 45] female

19) What was the total income for your household for 1981? (one response, please)

5 [1 03] $10,000-$14,999
[2 26] $15,000-$19,999
[3 19] $20,000-$24,999
[4 03] $25,000-$29,999
[5 39] $30,000 and over

20) In general, how do you feel about PHCC?

6 [1 61] It is a very good place for me
[2 29] It is a fairly good place for me
[3 03] It is not the place for me

21) Are there barriers that keep you from doing your best job at PHCC? 7 [1 45] yes [2 42] no

If yes, please describe the barriers:

see attachments

22) Do you think a significant number of other staff perceive the same barriers?

8 [1 39] yes
[2 29] no

23) In ten years, what do you see yourself doing?

see attachments

24) How can PHCC help you grow toward your future?

see attachments

THANK YOU FOR YOUR HELP

GROUP 1

OPEN ENDED RESPONSES

QUESTION 3: Are there educational services that PHCC should be providing that we are not offering at the present time? If yes, what are they?

* I have to check "yes"...otherwise, we are retrenching. However, no nifty ideas come to mind for a change we could pursue.
* A whole range of occupational-oriented offerings in high-tech areas that will provide graduates with marketable skills. We should select areas which will give graduates economic security and entry into occupations with a future.
* We are doing a poor job of student placement. Problem should be addressed. (3)
* Courses in fine arts and languages.
* Music courses, including a chorus; serious music programs.
* More emphasis on needs of employee/employers in area businesses.
* But I don't know enough about either the community or the possibilities to know what they are.
* Offer data processing courses to the public in outlying districts.
* Psychological counseling.

QUESTION 11: How do you define computer literacy?

* Knowledge of workings & uses of computer services.
* I don't (2)
* Working knowledge of how the computer operates and familants with computer jargon.
* Being abel to retrieve data from computer; knowing what data is contained in computer; understanding the capabilities of a computer; knowing a computer language.
* Ability to read print-outs, understand data bases, conceptualize variables being analyzed.
* Having a basic understanding of the capabilities and uses of computers.
* Having a general knowledge of the capabilities of computers, especially for educational purposes.
* Basic understanding of concepts, ability to apply concepts in specified areas, awareness of effect of technological changes brought about by computer useage.
* To understand what the computer is and how it can help us cope with the modern accumulation of knowledge.
* Understanding the interpretation of computer sheets/cards, etc.
* Fundamental knowledge of what services computers can provide the college and elementary idea of format for providing necessary information to computer.
* Having knowledge and understanding of the functions, capabilities, and general nature of the electronic processing of data.
* Knowing how to use computers effectively in my own field.

QUESTION 11 continued

* Ability to enter and retrieve data.
* Ability to communicate with a computer, or the ability to comprehend computer terminology in interpersonnal contacts with human beings.
* Knowing how computers can be used for instructional support.
* Being able to use & program a personal computer.
* Knowing basics.
* Use of computer; software development.

QUESTION 12: If you do not yet feel computer literate, what information, experiences or other support do you need to meet the definition you gave?

* Need training.
* Personally, I would like very much to return to graduate school for degree work in data processing.
* None - I do not intend, now nor in future, to devote a great deal of time to computers.
* I am.
* Series of experiences in using the computer. Perhaps a programmed instruction guide in computer language; catalog listing of programs available for students in my dept.
* More direct experiences & construction with computers.
* Reading matter and/or workshop perhaps. However this area has little interest for me.
* A workshop.
* I need to start from scratch & am interested in computer in education.
* Classes.
* In-service courses in what it is? How to use it? How it can help me?
* Conference/seminars time - but would only be helpful if applied to specifics rather than generalities.
* Some basic hands on experience and some instruction though not as nitty-gritty as DAPR 106.
* I suppose I need a class, but I confess to a lack of interest.
* Workshop, training, on-the-job experience.
* Need BASIC programming course & hand-on instruction & experience with a personal computer, such as TRS-80 or Apple II.
* An introductory course.
* Credit courses in computer programming.

QUESTION 21: Are there barriers that keep you from doing your best job at PHCC? If yes, please describe the barriers:

* Lack of administrative ability.
* Lack of trust among the faculty.
  Excessives protection of one's "turf"
  Inadequate, effective communication between faculty and administration.
* Several are structural; others deal with personnel.
* Too much empire building by deans; too much system-generated busy work; heavy load (teaching credit hours) really should be no more than 12; lack of resources (college finances are always depleted, but the grass gets fertilizer).
* Attitude of deans - college is here for them, not they are here for college.
* The current dean of instruction, in my opinion, has been a rather consistent and frustrating obstacle in this regard. His tendency toward "blame-shifting" is particularly annoying and counter productive; the constantly eroding buying power of my income.
* Time demands of committees, meetings, etc. often take away from preparation for classroom.
* Lack of recognition or incentives to excellence; communication problems between administration & faculty.
* Too few funds, lack of recognition & motivation for contributions to PHCC.
* Budget restraints; faculty & student apathy or work related constraints: too much paperwork, too many memos, too many committees...; the same people do all the outside work & soon "burn-out"; a sense of antagonism between student & services & faculty.
* Too much time spent in meetings - standing committees, ad hoc committees, etc. Takes too much time away from planning. Too many activities planned for workdays between quarters - not enough time to complete evaluation of one qtr. & plan for next one.
* But - the trend seems to be toward too much non-teaching "busy work" for faculty that could, in the future, interfere with the most effective teaching.
* Present leadership style.

QUESTION 23: In ten years, what do you see yourself doing?

* Teaching.
* I honestly have no idea.
* Enjoying life, I hope. This was not a sensible question.
* I have no idea.
* Continuing to work on revising nursing curriculum, hoping that the meaning of technical nursing becomes clearer with the years; Having started & completed work on a doctorate.

QUESTION 23 continued

* Instructing.
* Teaching at PHCC.
* Raising family.
* Teaching at PHCC, improving each year.
* Retirement.
* Teaching at PHCC.
* Working on a doctorate.
* I hope to have achieved another degree and be in a higher level position in my field.
* Career counseling/personnel consultant.
* Working either in a private setting or in a larger school in a larger city.
* Teaching about and using the latest available technology devices.
* Teaching at PHCC.
* Still teaching, only doing a much better job due to experience - using more resources & being more involved in activities related to the function of the college.
* Professor somewhere.

QUESTION 24: How can PHCC help you grow toward your future?

* Improve administration.
* Overcome problems listed in 21.
* Provide incentives for faculty development (evaluation plan to encourage improvement in classroom teaching, for advanced education.
* By providing mental stimulation.
* I doubt that it can - I may be able to help the college.
* Educational assistance...leave w/pay...in order to do further graduate work. Allow more opportunity for increas3d income through increased teaching activity.
* Let me teach.
* Provide more resources to take classes & attend workshops to update and expand my knowledge and skills.
* Doing fine now.
* I'm not sure.
* Faculty development programs; in-service training in specific area.
* Allow & encourage self & professional growth.

QUESTION 24 continued

* Not at present.
* By allowing me time to take courses.
* Release time for graduate studies.
* Encourage staff development; provide adequate and fair evaluations for staff; solicit student input, student evaluations.
* Allowing me to go to workshops and seminars in my field so that I can keep my skills current.
* Continue to offer quality college transfer programs: maintain an environment for quality instruction.
* Keeping non-teaching duties & responsibilities to a minimum & let me spend time & effort on being a good teacher - let administrators plan & evaluate & all the other non-classroom chores.
* Time off for course work.

STAFF NEEDS ASSESSMENT [2] 1 N=22 PATRICK HENRY COMMUNITY COLLEGE

One part of the comprehensive needs assessment for PHCC is a survey of the entire college staff--faculty, classified and administrators. This survey, which is also an impact study, is coordinated with the community surveys already completed. The information gathered from these studies will be used in the planning process to develop a three-year plan for PHCC. Your participation will be very helpful.

If you are uncertain about an item and wish to give no opinion, leave the item blank.

According to its mission statement, Patrick Henry Community College wants to offer educational programs and community services needed by the people of this area. The education and training provided by PHCC should help students obtain the knowledge and skills needed for educational and occupational career advancement and for personal development.

1) How well do you think PHCC is achieving this goal?

2	1	27	very well
	2	68	pretty well
	3	05	only fair
	4	00	poorly

2) As PHCC moves into the '80's, how much emphasis should be placed on the following functions?

	1 less emphasis	2 continue current emphasis	3 more emphasis	
3	0	68	32	Preparing students for study at a college/university
4	0	14	86	Preparing students for full-time employment.
5	0	41	59	Providing postsecondary continuing education for adults.
6	05	50	41	Providing non-credit courses and community services.

3) How do you assess adequacy in the following areas for PHCC? Please mark one response per area.

	1 more than adequate	2 adequate	3 less than adequate	
7	14	73	14	the faculty
8	0	82	18	the instructional program
9	09	73	18	the administration
10	05	95	0	maintenance of the physical plant
11	0	50	45	off-campus classes
12	05	68	23	student services
13	05	77	18	student activities
14	14	64	18	support (classified) staff
15	14	68	18	physical plant
16	05	91	05	fringe benefits
17	09	64	27	working environment
18	0	64	32	student body (academic quality, not size)
19	18	45	36	budget resource
20	05	68	27	classrooms
21	05	45	45	labs and shops
22	14	68	14	part-time faculty
23	05	0	14	other:_____

4) What is your rating of the quality of the major types of programs at PHCC?
1) excellent 2) good 3) fair 4) poor

% 1+2	mean		
68	24	2.0	occupational/technical
82	25	1.9	college/university transfer
64	26	2.3	adult continuing education
50	27	2.6	non-credit, personal interest

5) To what extent do you feel responsible, personally, for ensuring that college enrollments remain stable or grow? Mark one response, please.

28	1	45	very responsible
	2	55	somewhat responsible
	3	0	not responsible

6) How do you define computer literacy?

see attachments

7) If you do not yet feel computer literate, what information, experiences or other support do you need to meet the definition you gave?

see attachments

8) Consider each of the items listed below first as it "Is" today at PHCC. Next consider each as it "Should Be" in terms of your ideal. Please use these descriptors and place them as appropriate in the columns to the left of each item.

IS	SHOULD BE	
29	45	Functions and responsibilities of the classified staff are defined.
30	46	Functions and responsibilities of administrators are carried out as defined.
31	47	There is open and effective communication between classified staff and supervisors.
32	48	The President provides leadership in the administration of on-going College operations.
33	49	The deans exercise leadership in their areas of responsibility.
34	50	The President exercises leadership in community relations.
35	51	All staff prepare personal development plans.
36	52	Supervisors demonstrate skill in the delegation of assignments.
37	53	Supervisors demonstrate skill in motivating staff.
38	54	Staff receive regular feedback on their performance.
39	55	Supervisors demonstrate skill in evaluating staff performance.
40	56	Staff demonstrate skill in problem-solving.
41	57	Supervisors demonstrate skill in implementing College policies & rules.
42	58	There are incentives for all staff to improve their skills.
43	59	Staff know College goals and objectives.
44	60	Staff see how their work contributes to College goals and objectives.

9) Have you ever been a community college student? 61 [1] 95 yes; [2] 05 no

10) How long have you been employed at Patrick Henry Community College?

62
- [1] 0 more than 15 years
- [2] 18 10-15 years
- [3] 41 4-9 years
- [4] 41 3 years or fewer

11) Please identify your age category: 63
- [1] 2 18-23
- [2] 50 24-34
- [3] 41 35-49
- [4] 05 50-64

12) What is your sex? 64 [1] 18 male; [2] 73 female

13) What was the total income for your household for 1981? (one response, please)

65
- [1] 18 $10,000-$14,999
- [2] 18 $15,000-$19,999
- [3] 14 $20,000-$24,999
- [4] 18 $25,000-$29,999
- [5] 32 $30,000 and over

14) In general, how do you feel about PHCC?

66
- [1] 64 It is a very good place for me
- [2] 32 It is a fairly good place for me
- [3] 0 It is not the place for me

15) Are there barriers that keep you from doing your best job at PHCC? 67 [1] 59 yes; [2] 27 no

If yes, please describe the barriers:

see attachments

16) Do you think a significant number of other staff perceive the same barriers?

68
- [1] 45 yes
- [2] 05 no

17) In ten years, what do you see yourself doing?

see attachments

18) How can PHCC help you grow toward your future?

see attachments

THANK YOU FOR YOUR HELP

GROUP 2

QUESTION 3: How do you assess adequacy in the following areas for PHCC? Please mark one response per area.

* Lounge inadequate/faculty mailboxes should be placed in another area/too crowded.

QUESTION 6: How do you define computer literacy?

* The ability to use computer resources for obtaining information needed for various projects, such as statistical reports.
* Understanding computer capabilities.
* Working knowledge of computer terminology and basic understanding of simple operations.
* Having some knowledge of computers.
* Understanding of use, and ability of a computer; how a computer can help do job and do them faster & better.
* Good, general knowledge of computers, what they can and cannot do, what expertise is needed for operation and programming computers, and understanding computers are run by human beings.
* It is the understanding of the computer jargen currently used today.
* Computer literacy is being knowledgeable of computer terminology, eg., cobol, fortran, etc.
* Knowledge of computer operations.
* Ability to understand the language and the ability to use the machine.
* Basic knowledge of operation of such.

QUESTION 7: If you do not yet feel computer literate, what information, experiences or other support do you need to meet the definition you gave?

* More information, experience & support.
* More knowledge, perhaps take several classes, in-house workshops.
* I need courses to teach me these things.
* In-service training.
* Training in how to gain access to information stored in computer.
* Training and/or educational classes geared to computer terminology would definitely be an asset to computer literacy.
* Classes in DP & computer science; however, at this point not needed for my job.
* In-house workshops; partial underwriting by institution for computer classes taken by classified personnel.

QUESTION 15: Are there barriers that keep you from doing your best job at PHCC? If yes, please describe the barriers:

* Up & down motivation of people I work with and for (also myself); wasting of time doing unnessary jobs or no follow-up or use of finished product; Changes made in fast minutes.
* Lack of communication between departments, supervisors, etc. as to job responsibilities.
* Need clerical help; additional funds; less restrictions.
* Understaffed in area in which I work; motivation.
* We have no effective outlet for suggestions or criticisms. Also, no one ever asks for our opinions unless we are needed for things like this questionnaire.
* Have no way to air complaints, gripes, opinions, etc. Am not asked for opinions on how my job could be improved, etc. Also feel there are double standards for staff. There is no coordination between faculty, staff & administration.
* If I display a lot of initiative there is always the fear that I have overstepped my bounds. Sometimes when I present an idea that will improve my job, the idea is tabled for a period of time, sometimes, permanently.
* Lack of adequate staff.
* Lack of clearly established criteria for promotions; promotions seem to be arbitrality determined, based more on personality rather than job performance.
* Frequent work over load, somewhat relieved by work study students.
* Must spend too much time performing duties which are not related directly to job responsibilities. Expected to "help out" and "cover" for co-workers but never receive their help in return. Lack of privacy in which to perform work of a confidential nature.
* Lack of monies for acquisition of new equipment.

QUESTION 17: In ten years, what do you see yourself doing?

* Self-employed.
* Same type of work but possibly one with a higher level of responsibility.
* Working here, hopefully, in a more responsible position if still living in Martinsvi[illegible].
* Not sure.
* Not sure.
* Working, probably in the field I'm in now, being a wife & mother.
* Being a full-time housewife and mother plus possibly working on my master's and/or teaching part time.
* Hopefully, promoted to a better, higher paying position.
* Retiring.

QUESTION 17 continued

* Perhaps an administrative assistant or beyond.
* Same position or retired.
* If allowed to advance (promotion) adequately, I should be a supervisor of numerous employees.
* In the computer field.

QUESTION 18: How can PHCC help you grow toward your future?

* Offering more educational opportunities - time released from job and aid and this opportunity for advancement.
* I feel I am continuously learning in my present position and welcome added responsibilities in order to continue to grow.
* Offering more seminars, workshops (both on & off campus) for staff to help in further growth & development.
* Through the on-the-job experience I am gaining, as well as the opportunities to take classes in additional subjects.
* By maintaining a good atmosphere to work in, by offering salaries equal to or better than industry, by changing rules and regulations to meet the needs of the employees an still maintain a good quality school for the community needs.
* I would like to see PHCC teach classes offered towards an M.B.A. on campus as they do with the teachers who are completing their masters degree.
* Offer more classes that will help me better myself in my department as well as throughout the college.
* More clearly defined possibilities for growth in positions, advancement, etc.
* By promotion & if I am allowed to take classes to keep skills ungraded.
* Partial underwriting of educational pursuits or more hours available during regular work schedule to take classes.

STAFF NEEDS ASSESSMENT [7] 1 N = 14 PATRICK HENRY COMMUNITY COLLEGE

One part of the comprehensive needs assessment for PHCC is a survey of the entire college staff--faculty, classified and administrators. This survey, which is also an impact study, is coordinated with the community surveys already completed. The information gathered from these studies will be used in the planning process to develop a three-year plan for PHCC. Your participation will be very helpful.

If you are uncertain about an item and wish to give no opinion, leave the item blank.

According to its mission statement, Patrick Henry Community College wants to offer educational programs and community services needed by the people of this area. The education and training provided by PHCC should help students obtain the knowledge and skills needed for educational and occupational career advancement and for personal development.

1) How well do you think PHCC is achieving this goal?

2

1	21	very well
2	50	pretty well
3	21	only fair
4	07	poorly

2) As PHCC moves into the '80's, how much emphasis should be placed on the following functions?

	1 less emphasis	2 continue current emphasis	3 more emphasis	
3	07	71	14	Preparing students for study at a college/university
4	00	29	71	Preparing students for full-time employment.
5	00	29	64	Providing postsecondary continuing education for adults.
6	00	43	50	Providing non-credit courses and community services.

3) Are there educational services that PHCC should be providing that we are not offering at the present time?

If yes, what are they? 7

1	57	yes
2	14	no

see attachment

4) Listed below are some commonly held goals for education. Please rank them twice: in the order of their importance to you (left column) and your opinion of their importance at PHCC (right column). One (1) equals highest; six (6) equals lowest. Use each number only once in each column.

	SELF mean		PHCC mean		
8	2.5	2	14 2.6	3	Provide students with a broad, general education.
9	1.8	1	15 1.9	2	Provide students with knowledge and skills directly applicable to a chosen occupation.
10	3.6	5	16 1.8	1	Prepare students for further formal education.
11	3.5	4	17 4.5	5	Provide students with self-knowledge and personal satisfaction.
12	4.2	6	18 4.9	6	Provide students with knowledge of and interest in community and world problems.
13	3.4	3	19 3.4	4	Provide students with an understanding and mastery of a special subject.

5) Please indicate your level of agreement with the following statements by putting the number that best describes your response in the box to the left of each item.

1)strongly agree 2)agree 3)disagree 4)strongly disagree

% 1 + 2 comb		mean	
93	30	1.2	Opportunity for higher education should be available to everyone who wants it
79	31	2.0	PHCC has taken a clear stand in support of academic freedom.
93	32	1.8	College rules here are generally administered in a reasonable way.
86	33	1.9	Undergraduate education in America would improve if more attention were paid to the emotional growth of students.
79	34	2.1	Most students are basically satisfied with the education they are getting.
93	35	1.4	A community college has a different mission from a four-year college.
93	36	1.4	A community college is an important component in postsecondary education in America.
50	37	2.2	The general public sees little difference between courses at four-year colleges and similar courses at community colleges.
93	38	1.8	Education, as compared to training, is intended to help people be well-rounded individuals.
100	39	1.1	One major function of a community college is the education of technicians.
			It is important for community college staff members to know the history and philosophy of the community college movement.

6) How do you assess adequacy in the following areas for PHCC? Please mark one response per area.

	1 more than adequate	2 adequate	3 less than adequate	
30	21	64	14	the faculty
31	07	64	21	the instructional program
32	14	57	21	the administration
33	50	50	0	maintenance of the physical plant
34	07	21	64	off-campus classes
35	07	43	36	student services
36	14	50	29	student activities
37	14	79	07	support (classified) staff
38	36	64	00	physical plant
39	21	50	29	fringe benefits
40	21	57	21	working environment
41	14	64	21	student body (academic quality, not size)
42	07	57	36	budget resource
43	14	64	14	classrooms
44	14	57	29	labs and shops
45	07	57	29	part-time faculty
46	07	14	00	other:_____

7) What is your rating of the quality of the major types of programs at PHCC?
1) excellent 2) good 3) fair 4) poor

% 1=2		mean	
47		1.6	occupational/technical
48		1.7	college/university transfer
49		1.9	adult continuing education
50		2.0	non-credit, personal interest

8) Please rate each of the following items by putting the number corresponding to your rating in the box to the left of the item.

1) excellent 2) good 3) fair 4) poor

% 1+2		mean	
64	51	2.4	Faculty-student relations (all 64% from "2" ratings - no "1's"
64	52	2.3	The academic reputation of PHCC outside the college
57	53	2.7	The effectiveness of college governance
57	54	2.6	PHCC's intellectual environment
21	55	2.9	The confidentiality of information discussed with colleagues.
36	56	2.9	The college administration's leadership
07	57	3.2	The effectiveness of academic advising
71	58	2.1	The availability of administrators for assistance
64	59	2.1	The effectiveness of counseling services
50	60	2.8	The effectiveness of PHCC student recruitment activities.
43	61	2.6	The availability of faculty-staff for assistance
29	62	3.1	The faculty-staff involvement in college activities.
50	63	2.6	PHCC's relationship with the community.

9) How well is PHCC performing in the following areas?

1) excellent 2) good 3) fair 4) poor

% 1+2		mean	
79	64	1.9	Giving students knowledge
50	65	2.4	Motivating students to learn
14	66	3.1	Helping students to become involved in community activities (all 2's)
79	67	2.1	Preparing students for jobs
79	68	1.9	Preparing students to transfer to college/universities
71	69	2.1	Helping employed students to upgrade their skills or gain new skills for job promotion
71	70	2.2	Providing students an opportunity to improve basic skills
50	71	2.5	Providing students opportunities for personal growth & development
21	72	2.9	Helping students cope better in their daily lives (all 2's)
36	73	2.6	Helping students get along better with people
21	74	3.0	Involving students in recreation and leisure time activities (all 2's)
43	75	2.5	Helping students meet people
07	76	3.2	Involving students in cultural activities (all 2's)

10) To what extent do you feel responsible, personally, for ensuring that college enrollments remain stable or grow? Mark one response, please.

77

1	64	very responsible
2	14	somewhat responsible
3	07	not responsible

11) How do you define computer literacy?

see attachment

12) If you do not yet feel computer literate, what information, experiences or other support do you need to meet the definition you gave?

see attachment

13) Consider each of the items listed below first as it "Is" today at PHCC. Next consider each item as it "Should Be" in terms of your ideal. Please use these descriptors:

1) usually 2) often 3) sometimes 4) rarely 5) never

	IS		SHOULD BE	
1	2.1	19	1.1	Functions and responsibilities of administrators are defined.
2	2.4	20	1.1	Functions and responsibilities of administrators are carried out as defined.
3	3.6	21	1.1	A program for administrative team development exists at PHCC.
4	2.7	22	1.0	There is open and effective communication among administrators.
5	2.7	23	1.1	There is open and effective communication between administrators and division chairpersons.
6	2.5	24	1.1	The President provides leadership in the administration of on-going college operations.
7	2.4	25	1.1	The deans exercise leadership in their areas of responsibility.
8	2.0	26	1.1	The President exercises leadership in community relations.
9	2.1	27	1.2	There are clearly articulated, individually developed, goals and objectives by which each administrator's performance is evaluated.
10	2.5	28	1.1	All staff prepare personal development plans.
11	2.5	29	1.0	Administrators have the freedom (authority & responsibility) to carry out their duties.
12	2.6	30	1.1	Supervisors demonstrate skill in delegation of assignments.
13	2.9	31	1.1	The faculty and staff demonstrate skill in problem-solving.
14	2.9	32	1.1	Institutional data, such as class size, courses offered, student and staff characteristics are used in planning.
15	3.4	33	1.0	Institutional research on instructional effectiveness, program effectiveness, is conducted.
16	3.6	34	1.1	Supervisors demonstrate skill in evaluating job performance.
17	2.6	35	1.1	Supervisors demonstrate skill in the development of policies & programs.
18	1.3	36	1.0	The President exercises leadership with the College Board.

14) Please describe briefly the ways in which the people in each of the positions listed below work with other people. To the right of each description, feel free to make one suggestion for change in the person's approach that would help him/her improve.

	Works with others	Suggestion
President		
Dean of Instruction		
Dean of Administration		
Dean of Students		
Director of LRC		
Director of Continuing Ed. and Community Services		

15) Have you ever been a community college student? 37

1	43	yes
2	57	no

16) How long have you been employed at Patrick Henry Community College?

38

1	0	more than 15 years
2	43	10-15 years
3	36	4-9 years
4	21	3 years or fewer

17) Please identify your age category: 39

1	14	18-23
2	21	24-34
3	57	35-49
4	07	50-64

18) What is your sex? 40

1	50	male
2	36	female

19) What was the total income for your household for 1981? (one response, please)

41

1	14	$10,000-$14,999
2	00	$15,000-$19,999
3	14	$20,000-$24,999
4	21	$25,000-$29,999
5	50	$30,000 and over

20) In general, how do you feel about PHCC?

42

1	57	It is a very good place for me
2	36	It is a fairly good place for me
3	07	It is not the place for me

21) Are there barriers that keep you from doing your best job at PHCC? 43

1	86	yes
2	14	no

If yes, please describe the barriers:

see attachment

22) Do you think a significant number of other staff perceive the same barriers?

44

1	64	yes
2	14	no

23) In ten years, what do you see yourself doing?

see attachment

24) How can PHCC help you grow toward your future?

see attachment

THANK YOU FOR YOUR HELP

GROUP 3

QUESTION 3: Are there educational services that PHCC should be providing that we are not offering at the present time? If yes, what are they?

* Expanded palcement/assessment; computerized career guidance.
* One day continuing education seminars; special programs such as speakers, panel discussions or current events and issues.
* Short term programs responding to current manpower & projected manpower needs.
* Testing and assessment center; cognitive style mapping teaching to cognitive styles; college wide tutorial center, especially for developmental students; Telecourses; computer assisted instruction; Greater atternative learning experiences.
* TV courses; computer assisted instruction.
* More second-year courses to prepare transfer students.

QUESTION 11: How do you define computer literacy?

* The ability to interact in a knowledgeable way with the principles of computers, some funds or experience necessary.
* A basic knowledge of the computer and its components, as well as a working knowledge of its applications.
* A basic knowledge of what functions computers perform and a basic knowledge of terminology.
* Knowledge of present uses of computers.
* Knowledge of application of computer resources.
* Being able to utilize the computer.
* Having a basic understanding of computer applications and utilization.
* Basic knowledge of what computers are and how their functions are applicable in all fields.
* Basic knowledge of computers, how they operate, and to what uses they may be utilized.
* The ability to access computer technologies and utilize and interpret findings; the ability to understand and use computers to enter, extract, and manipulate information.
* Having enough knowledge to use & develop software.
* Exposure to computer applications for appreciation more than expertise.

QUESTION 12: If you do not yet feel computer literate, what information, experiences or other support do you need to meet the definition you gave?

* Formal training either on/off campus.
* None needed. I see here a loaded question. We've already had a workshop on computers. We don't need another one!
* I believe I am computer literate, but would like to learn more about languages and software applications for my classes.
* More training in programming and advanced courses.
* Hands on practical experience along with some background information.
* Constant reading & exposure to what's happening. Perhaps a couple of basic courses.
* Perhaps a course, workshop and more study.
* Workshops, seminars, courses to upgrade computer skills.
* Credit courses in data processing.
* Opportunity.

QUESTION 14: Please describe briefly the ways in which the people in each of the positions listed below work with other people. To the right of each description, feel free to make one suggestion for change in the person's approach that would help him/her improve.

* I believe that each of the persons in the positions below feel that they are in tenuous circumstances. Each needs to get more about the business of their jobs & work toward changing the atmospehre of the institution. Each should demonstrate more forceful leadership.

QUESTION 21: Are there barriers that keep you from doing you best job at PHCC? If yes, please describe the barriers:

* Leadership style of deans.
* Need a freer schedule to be most effective; lack of communication with other staff members; turf protection is restrictive; budget constraints.
* Change moves too slowly--it often takes a year to implement an idea; As a group, personnel at PHCC will not accept new ideas, esp. if the have to invest their time and work.
* Not enough secretarial assistance. I waste time doing clerical work. Heavy (excessive) workload.
* The employee attitude at PHCC seems to demonstrate, what can PHCC do for me, not what can I do for the students and PHCC. Too much self interest demonstrated at this institution.

QUESTION 21 continued

* Unwillingness on the part of most units of the institution to understand the college's role & how that is translated into programs, services & activities and the lack of accountability for anyone or any program.
* State & VCCS policies & regulations.
* Faculty seem to distrust all administrators. There can be limited leadership if there is no followship. It would be helpful if President let his expectations for PHCC & staff be known.
* There appears to be a reluctance to do things which are new or different ie., a great satisfaction with the status quo.
* (1) Lack of sense of cohesion; (2) parental leadership style c̄ lack of compelling vision for where college is going.
* Lack of freedom of divisions to manage change (expansion) toward what they view as needs.

QUESTION 23: In ten years, what do you see yourself doing?

* Upper level of administration within the area of student services.
* Ploding along at PHCC.
* Still working within the 2-yr. com. college environment.
* Teaching Law.
* Continue in present position.
* In an administrative position of some sort, not necessarily within education; leadership position.
* Hopefully, better.
* Something at a different institution.
* Administrative role in non-educational setting.
* Similar work.

QUESTION 24: How can PHCC help you grow toward your future?

* Allowing me to assume more responsibilities as my skills develop.
* Provide more opportunities for attending conferences & seminars. Provide leadership in innovative methods of instruction.
* The college has already contributed greatly to my professional growth. I would expect that growth to continue.
* Provide Administrative direction.
* Provide staff development to help me become a better administrator.

QUESTION 24 continued

* If all staff will pull together--we'll all be happier & more productive.
* Be responsive to student and community needs in programming and service delivery.
* Help develop administrative skills within current job role.
* Help with #21 (Lack of freedom of divisions to manage...

The subjects of the needs assessment were the staff of Patrick Henry Community College, all faculty, classified and administrative personnel.

Different survey instruments were designed to guage awareness, attitudes, knowledge and opinions from the three staff groups. The Principal Investigator interviewed selected staff prior to developing items for each instrument. The questionnaires were pilot tested on members of the sub-groups for which they were designed.

Each of the questionnaires contained items similar to some in the Community Needs Assessment/Impact Study as well as items identical to all three staff groups. Unique items were also designed for each sub-group.

The design of the Staff Needs Assessment was to survey the whole population, which included 32 Faculty, 34 Classified and 14 Administrative staff. Each member of the staff received the questionnaire through campus mail with a request to return the completed survey to a dropbox near the College switchboard. A check-off system was established to aid follow-up efforts. Thirty-one Faculty (97%), twenty-two Classified (65%) and fourteen Administrators (100%) returned completed questionnaires.

Data manipulations

The keypunched data were processed on computers at PHCC and UNC-G. The Statistical Package for the Social Sciences was used for all data manipulations. Frequencies were tabulated for each item of the three surveys. Crosstabs were done on selected items for each of the groups. The Kendall Correlation Coefficient and two-tailed T-tests were performed on items involving the "Is" and "Should Be" indexes. "No responses" were excluded from the calculations throughout. Cross-group comparisons were done manually.

Threat to the validity of the data and other limitations of the study

The instructions for one item on the Classified survey were incomplete, making it impossible for respondents to answer the question, thus it was deleted from the analysis.

Division chairpersons received copies of the Administrative and Faculty survey forms; some completed and returned both instruments.

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